

Facets

F O R W O M E N

SEPTEMBER 2005



**Cami
Helgeson
takes her
students
to the
head
of the
class**

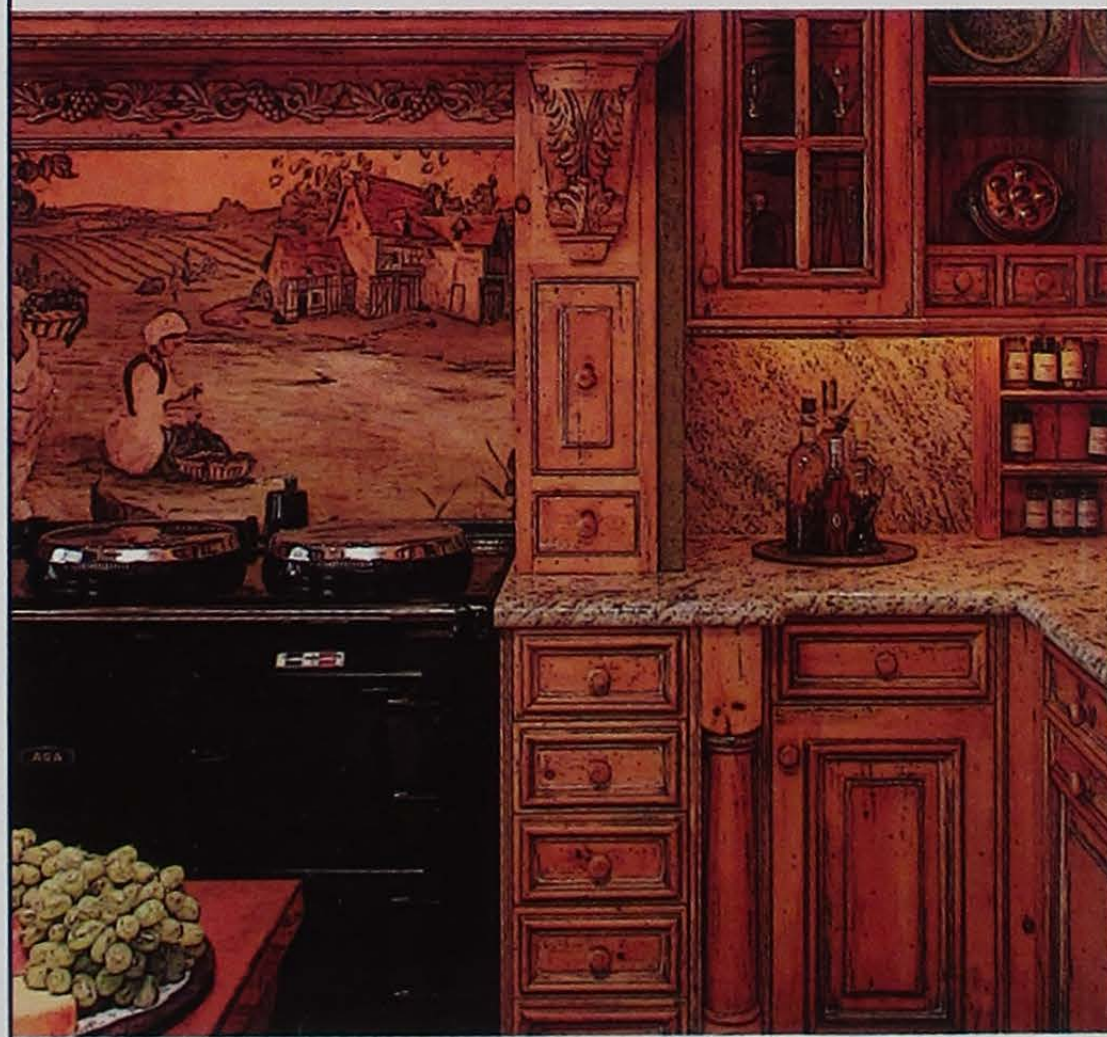


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NOTES

from the Newsroom

By Rebecca A. Petersen
Facets Editor

Back to school time is always fun for me, mostly because it generates so many great memories of back-to-school shopping when I was in elementary school. But it also reminds me of some of the great teachers who shaped my young life.

Every August, my grandmothers would take me and my mom shopping for the first day of school. I didn't know it at the time, but they did the shopping because they could afford the clothes and supplies.

My Grandma Anderson was in charge of taking me to the Wieboldt's Department Store in Oak Park, Ill. My Grandma Sawyer took me to JC Penney. We'd amass a solid wardrobe with dress shoes, tennis shoes, pants, skirts, jeans, shirts and a jacket. Most of my back-to-school clothes shopping was done in department stores and seemed to last throughout the fall.

The best part was coming home from a long day of shopping. I'd drag all of my bags inside and begin to change for the annual back-to-school fashion show. They couldn't be worn before the first day, so the fashion show was the only opportunity to "play" with them.

During that era, school didn't start until after Labor Day, so I usually had to wait a full month before donning my new digs.

New clothes and supplies always signified the start of a new adventure. It was always fun parading into school on the first day, showing off my new digs to the new teacher.

Looking back, the people that always made that adventure fun were the teachers. I feel bad, because I can't remember their names (of course, I also can't remember what I had for lunch today), but I remember the grades and activities that were so much fun.

In this issue, you'll meet Cami Helgeson, a first grade teacher at Meeker Elementary School, who really showed me how much school had changed. In her classroom, the days of teachers standing in their classrooms and lecturing are over. Helgeson's classroom is full of interactive learning, where children make choices. I can't help but think that her former students never forget her name.

So, when you read about Helgeson, think about the way she's teaching your children or grandchildren or future children. It may not be much different than the way that you would.

Rebecca Petersen

Facets Editor Rebecca A. Petersen can be reached at 232-2161, ext. 348 or rpetersen@amestrib.com.

WELCOME TO

Facets

Facet > 1. One of the flat surfaces cut on a gemstone.

2. The particular angle from which something is considered.

FACETS IS A SUPPLEMENT TO THE TRIBUNE

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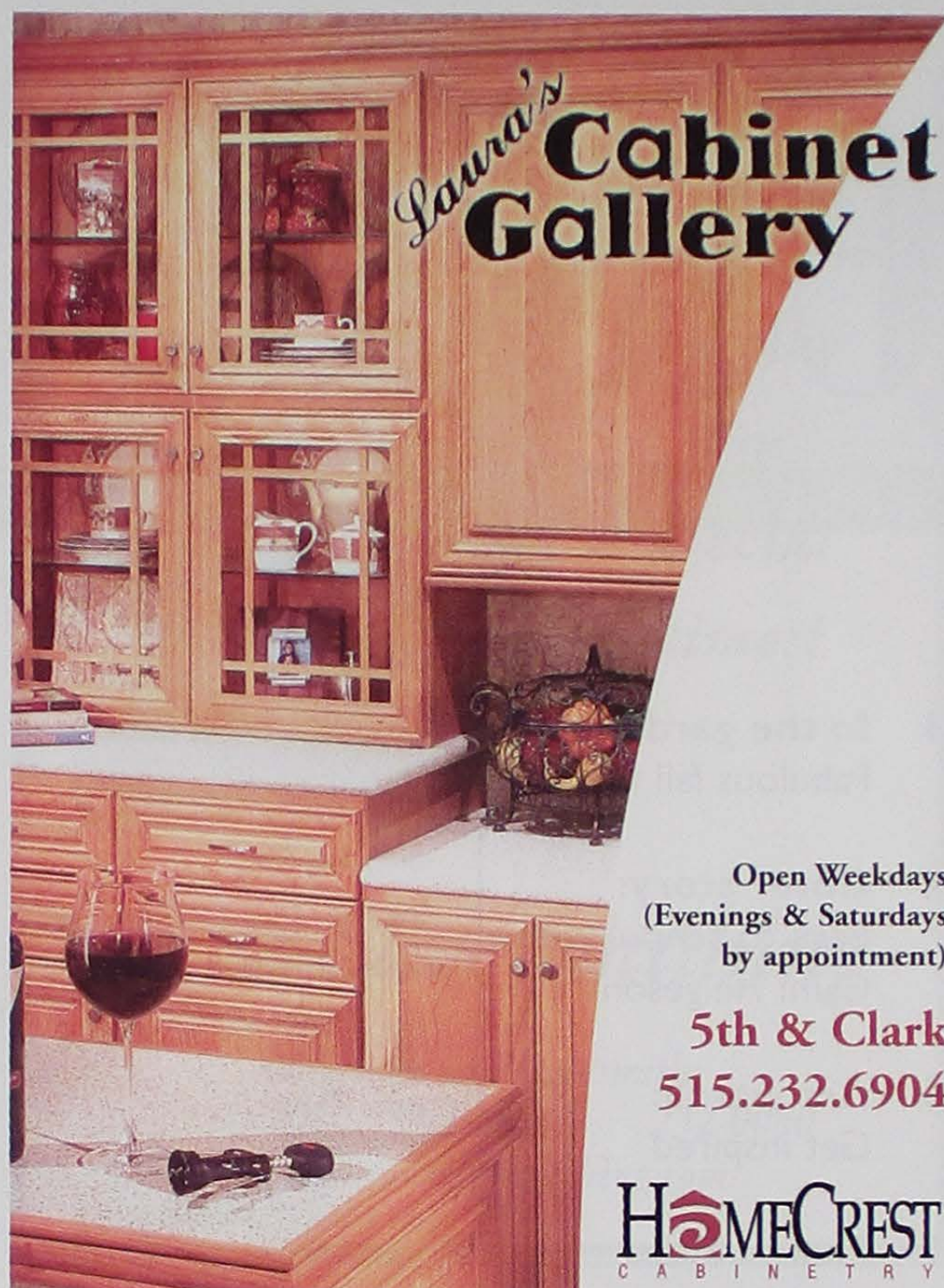
Jon Britton

FACETS FACES

Jon Britton

for

women

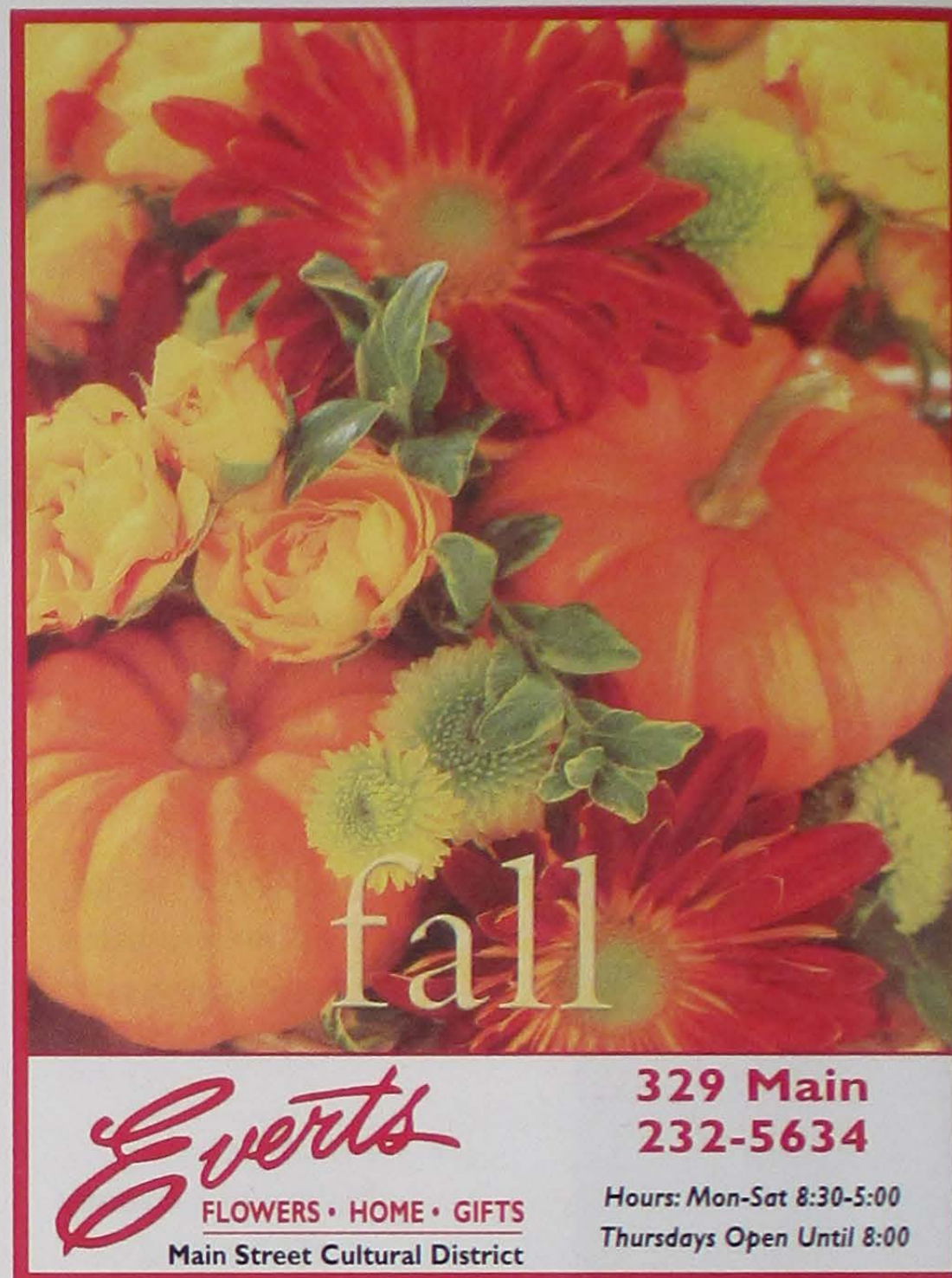


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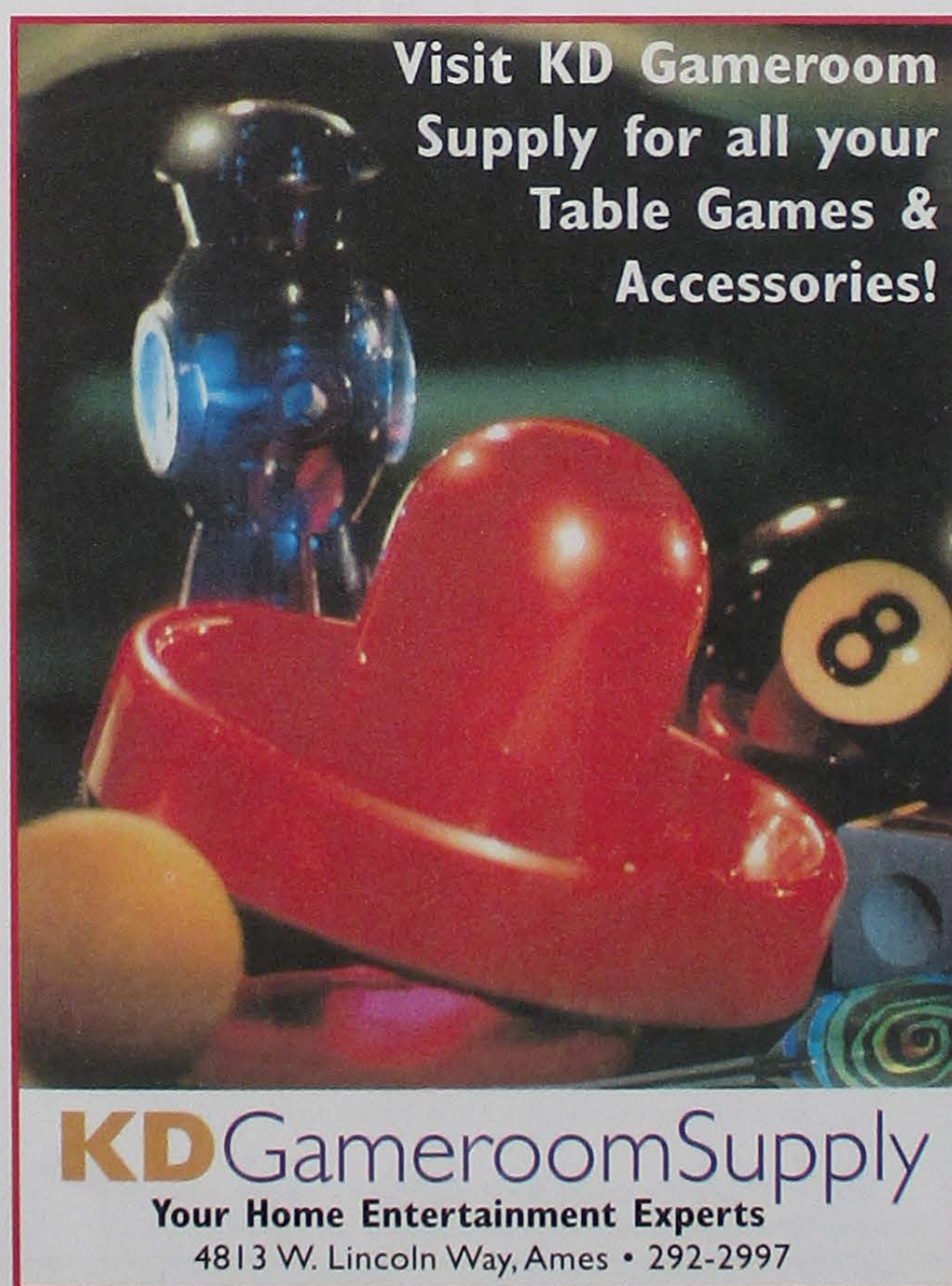


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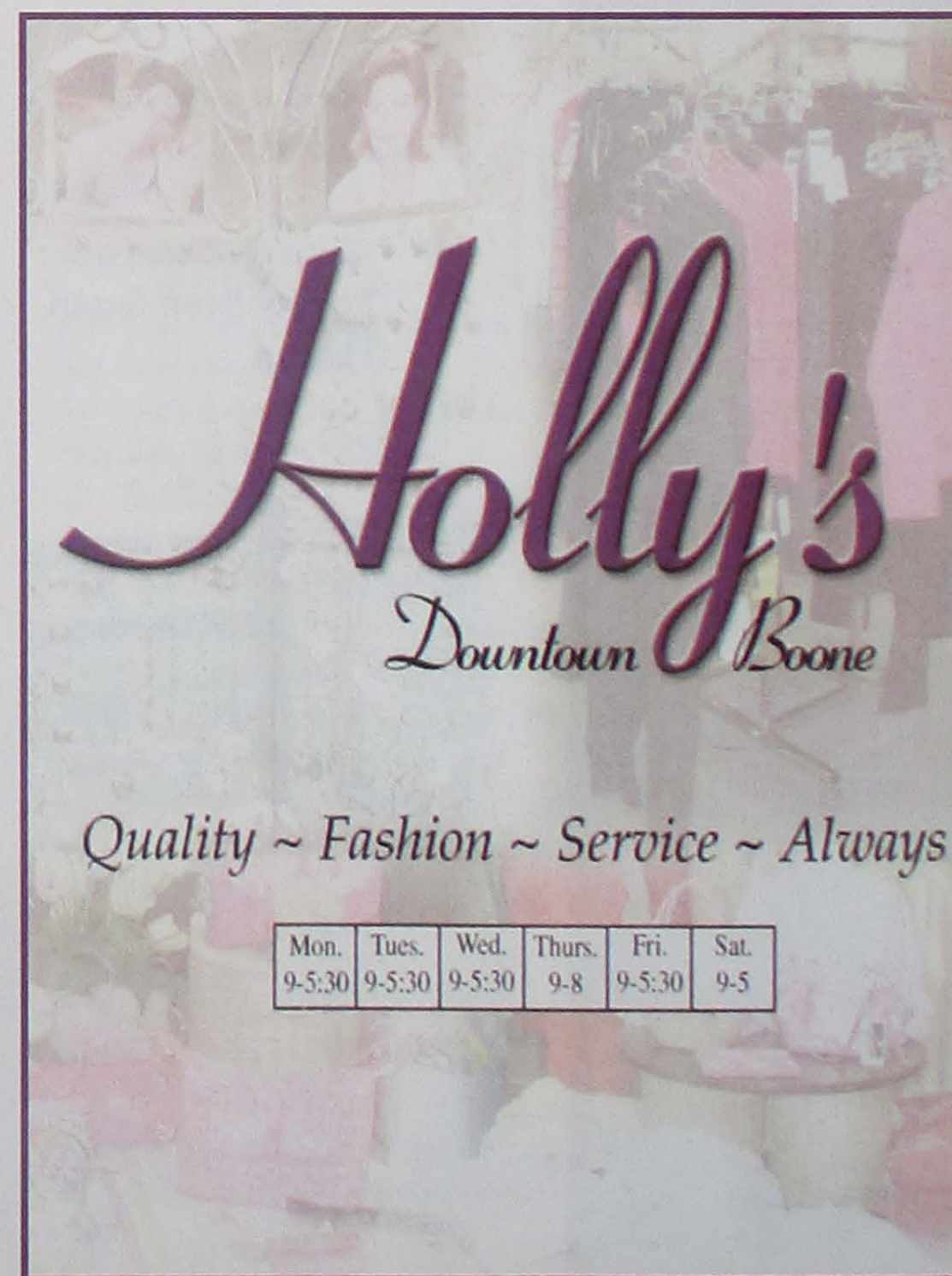
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Teacher's (and Parent's) Guide To Contagious Skin Problems:

By Charles W. Love



Bugs, bacteria and fungus! What exactly is that living on your student's skin? In this column you will learn about four of the most common communicable diseases of the skin. You will learn what you need to know to protect yourself and other students from these diseases.

Impetigo:

Impetigo is a superficial skin infection caused by a mixture of staphylococcus and streptococcus bacteria. It appears as honey-colored, crusted, weeping spots often found

around the mouth and nose in younger children. Impetigo is highly contagious with direct skin-to-skin contact. Thankfully, it is easy to treat with soaks, topical and oral antibiotics. Avoidance of direct contact with the open wound and good hand washing will prevent the spread of this infection.

Scabies:

Scabies is an intensely itchy rash caused by a small eight-legged mite that lives in burrows under the dead surface layer of skin. The itching and rash is caused by the body's allergic reaction to the pres-

ence of the mite. It takes a minimum of ten days after initial exposure before the rash starts to develop. There are only eight to ten adult mites on a person making this a difficult condition to diagnose in some instances. The rash is most prominent around the wrists, finger webs, feet, underarms and groin area. Close examination will reveal small burrows caused by the mite as it moves through the skin. Scabies can be easily treated through application of prescription medications to the skin. Scabies only spreads through prolonged close contact. Casual classroom contact is generally safe.

Head Lice:

There is rarely a year that passes without an outbreak of this common problem in the grade school years. The head louse is a non-flying insect that lives on blood and lays its eggs on hair shafts (nits). The insects cause itching and pinpoints of blood and scale usually most evident on the back of the scalp. Treatment with either nonprescription or prescription medications is effective. Nit removal is effective in eradication of the problem. Some schools have a policy that all nits must be removed before return to school.

Avoidance of direct contact and indirect contact such as sharing combs and hats will reduce the spread of this highly contagious condition.

Tinea (ringworm):

Tinea is the medical term for a superficial fungal infection of the skin, often referred to as ringworm. Tinea is most common on the feet (athlete's foot) but it can be found on any skin surface and the scalp. These lesions are oval patches with scale around the edges and healing in the center. On the scalp, tinea leads to hair loss with scale and often has associated redness. Surface medications are effective in treatment of tinea of the skin. There are several nonprescription medications that work well. Oral prescription medications are necessary for treating tinea of the scalp. It is important to avoid sharing of hats and hair care items as well as avoiding direct contact to prevent the spread of this common condition.

Now as you return to school, you will be better prepared to protect yourself and your students from these common communicable diseases of the skin.

Charles W. Love is the medical director of Radiant Complexions Dermatology Clinic in Ames.



By Rebecca A. Petersen
Facets Editor

It's called Go Red for Women, held on Sept. 16 at the Hotel at Gateway Center in Ames.

Registration begins at 10 a.m., followed by a luncheon and expo that lasts until 2 p.m.

**Cost: \$30
Contact: Iowa Heart Center, 232-2500**

The Iowa Heart Center in conjunction with the American Heart Association will sponsor the first annual women's expo and luncheon this month to raise awareness of the dangers of heart disease in women.

Every year since 1984, more women than men have died from heart disease, stroke and cardiovascular disease. It tops breast cancer as the number one killer of women.

"We've succeeded in making that the thing women fear most," said Rob Schweers, a spokesman for Iowa Heart Center. "If you should be scared about one thing as a woman, it should be heart disease."

Women also are more likely to pass off dangerous symptoms of heart disease, Schweers said. Chest pain may be more subtle or lower in the abdomen for women, he said.

"Yes, it may be indigestion, but the worst thing they can be is wrong," Schweers said. "Better safe than sorry."

The effort to tell women about the dangers of heart disease reached as high as First Lady Laura Bush, who is the figurehead of the Heart Truth Campaign. In February, she and six other former First Ladies assembled and donated their best red digs for a special collection designed to further publicize the prevalence of heart disease in women.

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Save it? Invest it?

What do I do with it?

By Sara Gatchel

"It," being the means to acquire most things, the reward for service to your employer, the trophy of some, and the wish of many — money.

No doubt money is important to you in some way or another, but how can you most effectively put it to work for you? Typically, people either save or invest what's left after paying their usual expenses and having allowed some wiggle room for extra spending. To really maximize your dollars, you'll need to learn when to save and when to invest.

The big difference between savings and investments is time. Savings is usually money you set aside for short-term goals. Money deposited into a savings account is safe, can earn you a little interest and will allow you to take it out whenever you want.

When you invest, you set money aside for future income to meet long-term goals. There is no guarantee the money will grow, and the earnings or losses from investments are usually more than from a savings account. Risk and return are also important concepts to

consider when thinking about investments. The more risk you take with your money, the greater potential return you receive, as demonstrated in the figure for some common categories.

The following situational scenarios may help explain the best options for your money:

Mary has saved \$8,000 for her college expenses by working part-time. She plans to start college next fall and needs all the money she has saved. The safest place for her money is in a savings account. Because she needs the money fairly soon, it wouldn't make sense to put it in a stock or bond, for example, since they tend to fluctuate and may be worth less at the time she needs it.

Brian and Beth just had a baby. They received money as baby gifts and want to put it away for the baby's education. They should consider putting the money somewhere that will have high growth potential over the next 18 years. Studies show that over a long period of time, such as 18 years in this case, stocks almost always grow more rapidly than other types of financial assets. However, stocks also tend to be riskier since values fluctuate more than other assets over short periods of time. Therefore, stocks are usually considered to be a good long-term investment.

To illustrate the importance of putting your money where it will grow, consider the following example: The Johnsons and the Smiths retired 20 years ago and each couple had \$200,000 to invest. The Johnsons put their money in a 20-year Treasury bond that paid 11.6% a year. They thought their "safe" annual income of \$23,200 meant they were set for life. Twenty years ago, you could live comfortably on that amount, but today it takes \$41,927 to buy what \$23,200 bought in 1985! The Johnsons still have their original \$200,000 nest egg, although that won't buy as much as it used to either.

Johnsons	
Original investment	\$200,000
Total interest received	\$464,000
Value of investment now (original bond)	\$200,000

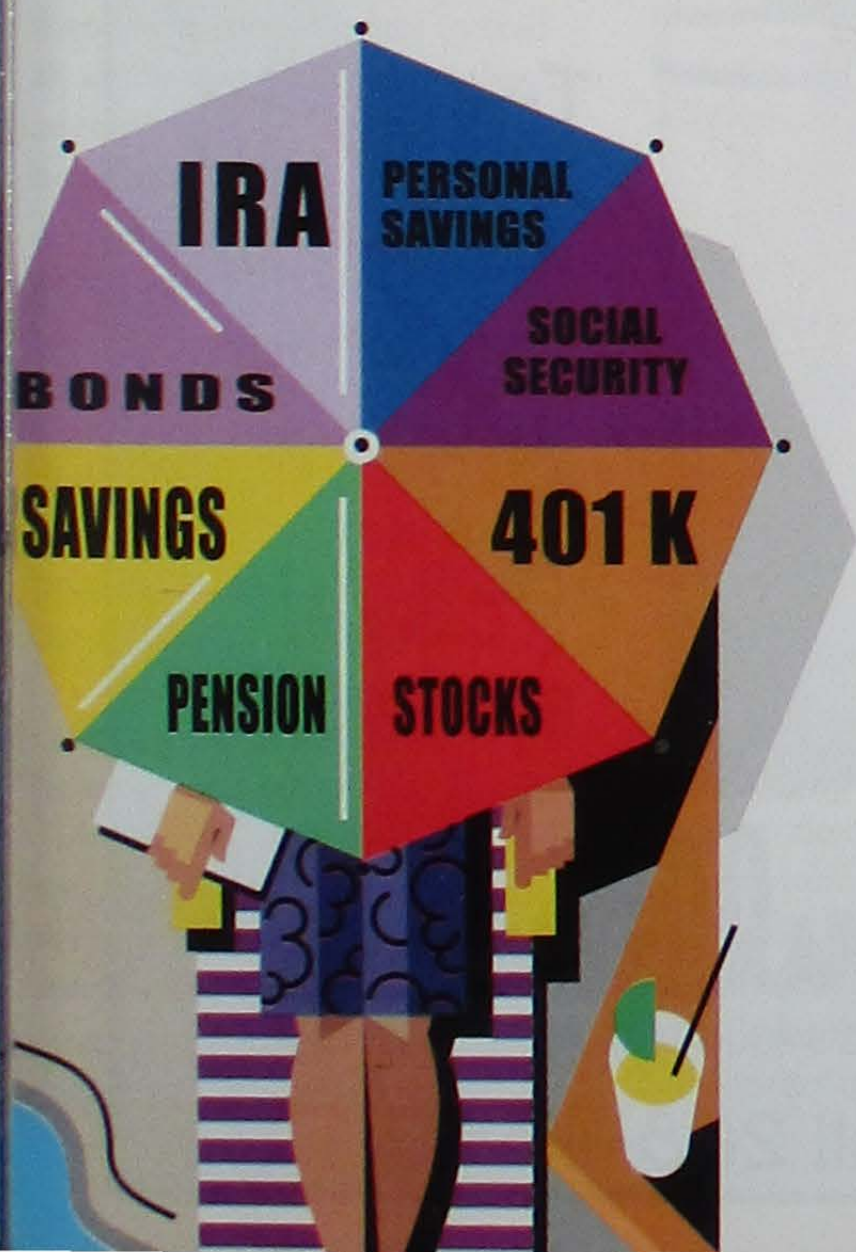


The Smiths invested their \$200,000 in stocks and upon retirement decided to make withdrawals based on 6% of their account value at the end of the previous year. That meant they took \$12,000 in 1986, then in 1987 they took 6% of their account balance as of the end of 1986, and so on. Because the value of their investment has gone up and down from year to year, their income has varied. They started out living on less than the Johnsons, but the Smiths' income grew substantially over time — and so did their original investment. Over the long term, they enjoyed greater rewards than the Johnsons.

Smiths	
Original investment	\$200,000
Total withdrawals	\$640,980
Value of investment now	\$825,095

There are many ways to put your money to work for you, and what you do with it will depend on your situation. No matter what you decide, remember the old adage, "time is money."

Sara Gatchel is a PR/Marketing Specialist with Greater Iowa Credit Union.



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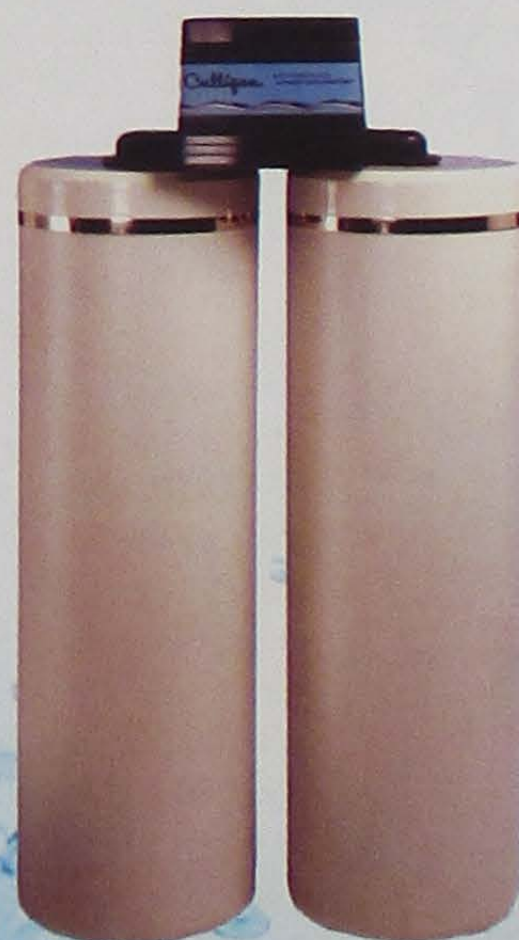


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LESSONS Learned

By Debra Atkinson

During the last 30 years, we've received vast amounts of evidence that high-protein, low-carbohydrate, non-fat, and the crazy cabbage or grapefruit diets don't work. America keeps getting fatter. During the peak of the non-fat craze, in fact, there was a corresponding increase in the rate of overweight and obese individuals in our country. Recently, French women and American women exchanged diets for a period of time, and the French women were mad because they gained weight.

Yet we still look for the magic pill. In the 30 minutes that we might have laced up our shoes to begin making a difference, too many of us would prefer to read an article about a new diet that a celebrity used to lose weight for her next movie.

President Roosevelt said we were meant to wear out, not rust out. I am the proverbial "exer-sist." That is, my considerably older sister hates to exercise and claims that she will one day be pushing me around in a wheel chair because I'll be crippled from all my activity.

I'd call that more than a slight exaggeration and her attempt at balancing the sibling rivalry scale. Time will tell. And should it come true, so be it. I'll have her wheel me right to the pool and find another way to move. May we never find contentment in sitting still.

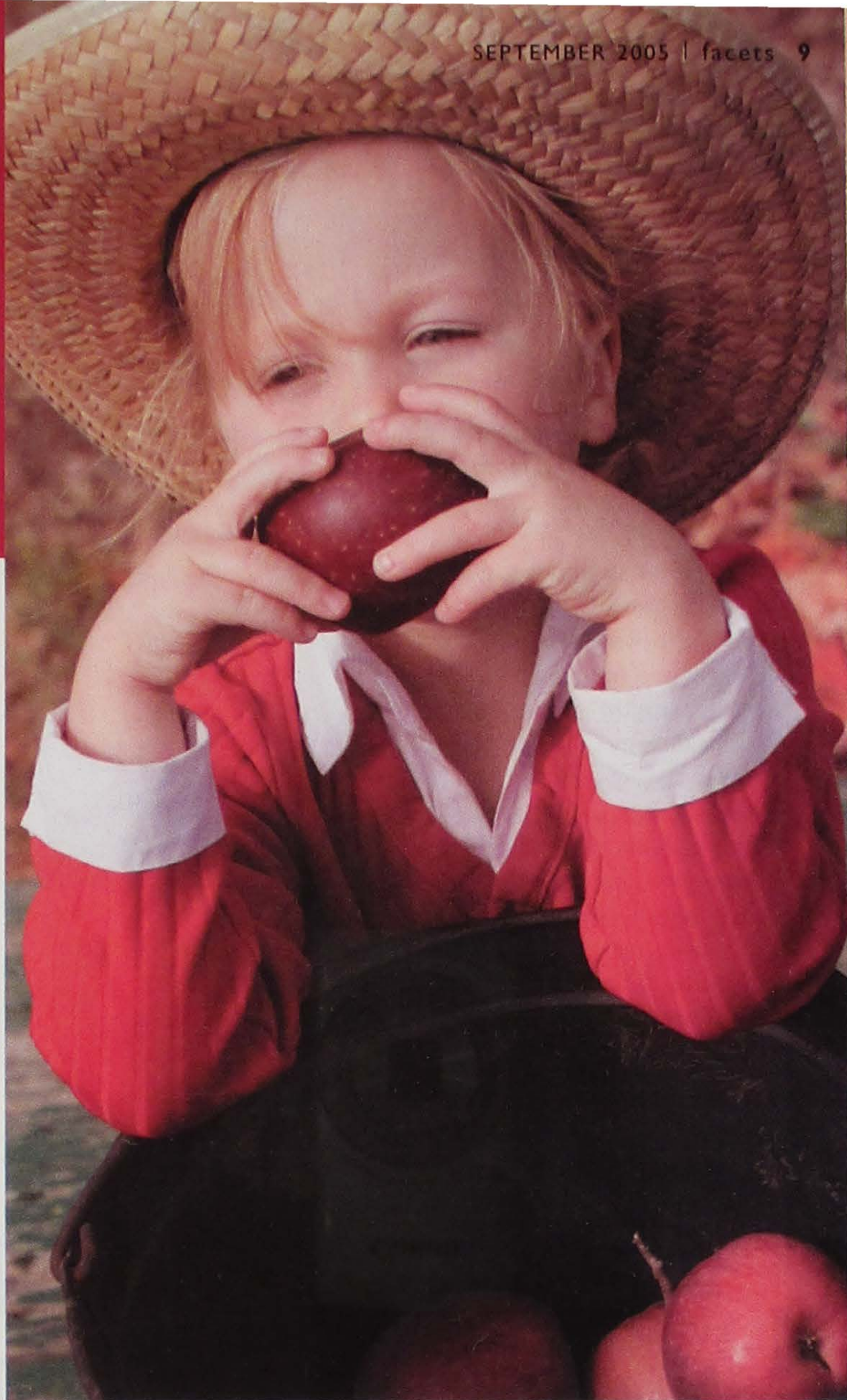
How ironic that as parents, teachers, and leaders we might be heard to tell our children "sit still." They've listened — too well. They wiggle, squirm, and move because that's normal. Then we condition them to be still and wonder why they struggle with weight issues.

Likewise, we encourage them to eat when it's time, as opposed to when they are hungry. We want them to clean up their plates, or at least feel better when they do. And when they don't recognize feelings of hunger and full any more, when they eat triggered by television commercials, emotions and boredom, whom do we blame?

The answer to that is, it doesn't matter. If you are spending time in blame you're wasting time that could be dedicated to seeking solutions.

What if we found better ways to build in movement to each day? What if we made it a part of every learning experience? Wouldn't that enhance learning for more children anyway? Does physical activity have to be restricted to the "gym"? Can't it also be science, math, reading and writing oriented?

What if we had meals more structured to hunger and less to the clock? If a child has an appetite after school but not at "dinner time," why not turn the tables and make the traditional dinner time more of a snack — albeit a healthy one? With a brief adjustment in planning period,



couldn't we make meal choices available to them when they are optimally hungry and more likely to eat well? Fewer fights, better nutrition and probably more sustainable energy. Better solutions.

Parents, teach your children well. And very, very certainly, learn from them. Let them do what's already right about them. If you say "don't run" make sure it's because they might fall on a slippery pool deck or be struck by a car. And when ever you can, say "yes." "Run. Run fast, and then do it again!"

Children start smart. We are born taking care of ourselves naturally. We eat when we're hungry;

we stop when we are full. When we're tired, we sleep. Help children stay smart. Help them move, and help them eat what they need, no more, no less. And learn from them. Go back to school and study the real logic behind what we do and what we say. Make the grade! Pass on the routine and the engrained habits that you may have grown up with and grown accustomed to — especially if you are seeing evidence that they no longer fit the needs that you and your family have now.

Debra Atkinson is a senior lecturer in Iowa State University's department of health and human performance and is a personal trainer at Ames Racquet and Fitness.

Creative Corner

Behind every issue of Facets is a great group of women! Where are you? If you have a short story or poem that you'd like see published, please contact Facets Editor Rebecca A. Petersen at 232-2161, Ext. 348, or rpetersen@amestrib.com.

The following poems were submitted by Susan R. Hatten, a 23-year-old woman from Ames.

Mother of My Mother

No creation or phrase can be blended to
Do Her justice
She is the life which provided us with a past,
Present and future
She is the glow given off by the softest flame
She is the quiet melody whispering in the wind
And every unique night star will resemble her beauty
She is present in every delicate lace, yet we will
Think of her during the most simple summer day
Every great lesson we learn, and every dream we
Develop will carry a piece of her,
For she is the strongest part of us
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Fabulous *Fall flowers*

By Richard Jauron

Spring-flowering bulbs, such as tulips and daffodils, are familiar to all gardeners. Though not widely planted, the attractive flowers and unique life cycles of the colchicum, showy crocus and magic lily make them welcome additions to the garden.

Colchicums (*Colchicum* spp.) arise from bulb-like corms. The leaves of colchicums emerge in early spring and die back by early summer. White to pink to purple, crocus-like flowers appear without foliage in late summer or fall. They are also known as autumn crocuses.

Colchicums should be planted immediately upon their purchase or receipt as the corms will bloom within a few weeks. (If not planted promptly, the corms may bloom during storage.) Plant the corms in well-drained soils in partial shade to full sun. Good planting sites include areas within the filtered shade of large trees and shrubs, in rock gardens, or amongst low-

growing groundcovers such as vinca. For the best visual display, plant colchicums in clumps. The corms should be planted 2 to 3 inches deep and 6 inches apart.

Gardeners can choose from several excellent cultivars (varieties). 'Album' produces pure white flowers. 'Alboplenum' has double, white flowers. The flowers of 'The Giant' are 10 to 12 inches tall and violet with a white throat. 'Lilac Wonder' bears large, rosy-purple flowers. 'Waterlily' produces double, lilac-pink flowers which resemble a water lily.

Colchicums are native to Europe and northern Africa. The scientific name comes from Colchis, an ancient country bordering on the Black Sea, now part of the Georgian Republic, where colchicums are abundant.

The dried corms and seeds of *Colchicum autumnale* are the source of medicinal colchicum. It is also the source of colchicine

which is used in plant breeding to induce polyploids.

Another attractive fall-blooming bulb (actually a bulb-like corm) is showy crocus (*Crocus speciosus*). Flowers are violet-blue with yellow anthers and deep orange stigmas. Plant height is approximately 5 to 6 inches. Excellent cultivars include 'Albus' which produces white flowers, 'Cassiope' has aster-blue flowers with yellow bases, 'Conqueror' produces clear, deep blue flowers, and 'Oxonian' has large, dark blue flowers. Showy crocus blooms in late September or October.

Showy crocus performs best in partial to full sun in a well-drained soil. Possible planting sites include rock gardens, naturalized areas, and perennial borders. Plant the corms 3 to 4 inches deep in groups of 25 or more.

Another intriguing plant is *Lycoris squamigera*. Common names include magic lily, resurrection lily, surprise lily, and naked

lady. The life cycle of *Lycoris squamigera* is similar to colchicums. The long, strap-shaped leaves emerge in spring, but die back to the ground by early summer. Pink, lily-like flowers are borne on 18- to 24-inch-tall, leafless, flower stalks in mid to late summer. Each flower stalk produces 4 to 12 flowers.

Lycoris squamigera performs best in partial shade to full sun in well-drained soils. Plant bulbs 4 to 5 inches deep and 6 to 8 inches apart. Since the dying foliage is rather unsightly, interplant the magic lily with other perennials.


The brightly colored flowers of tulips, daffodils, crocuses and other spring-flowering bulbs are a beautiful sight in the garden after a long, dreary winter. However, when selecting bulbs for the garden, don't forget the attractive, intriguing, late summer and fall-blooming bulbs.

*By Richard Jauron is a Horticulture Specialist
Iowa State University Extension*



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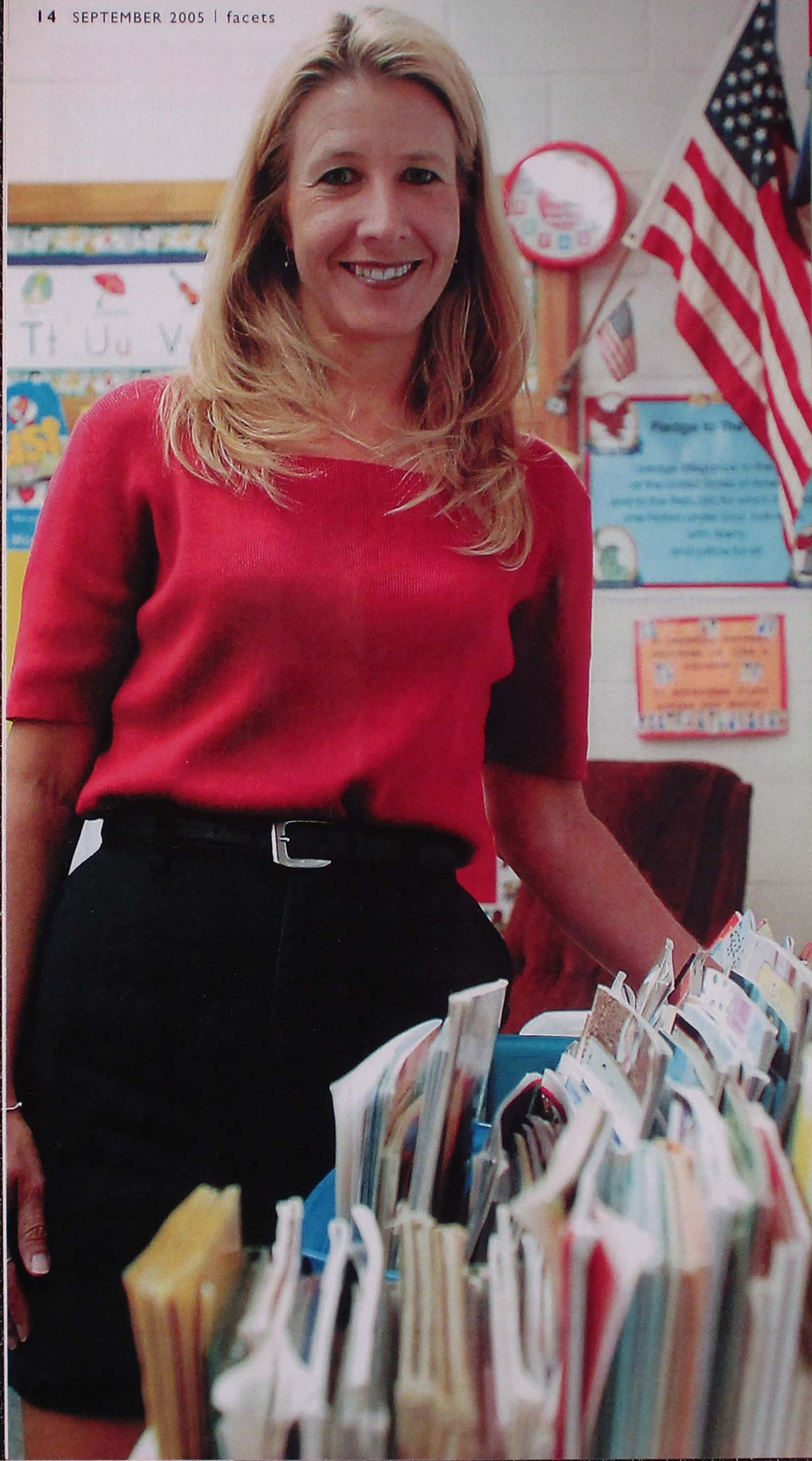
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Name: Cami Helgeson

Age: 40

Lives in: Ames

Born in: Ames

Occupation: First grade teacher, Meeker Elementary School

Family: Husband, Tim, a chemical services manager for Hach Chemical; daughter, Samantha Flickinger, an eighth grader at Ames Middle School.

Why she loves teaching first grade: "They come to school so excited every day. They really want to please their teachers."

Cami Notes:

- Always keeps a pet in her classroom
- Believes in promoting parental involvement for children's education
- Attended the now-closed Northwood Elementary School
- Her father was a Latin and English teacher, guidance counselor and school administrator
- Her students like to feed the resident rabbit their leftover carrots and celery from lunch.
- She loves the craft projects that she gets to do to get her classroom ready for the first day of school
- She always does a survey of her students that they bring on the first day. It lets her know some of their favorite things.
- Each kid gets to give input on the one thing that they'd like to learn during the year. Usually, it's reading. Sometimes, it's dinosaurs.
- Her daughter is planning to paint a picture of the Cat in the Hat in the bookcase in the classroom.

HEAD *of the class*

By Rebecca A. Petersen
Facets Editor

Inside the door on the far side of Meeker Elementary School's playground is a room full of things that make the nearby swing set seem unfun.

Twenty small desks are surrounded by items. Posters and paintings cover the walls as if they were left by a rainbow. Stuffed animals hover over windows on a shelf. The kids are lucky not to be overrun by the thousands of books.

This is Cami Helgeson's classroom. A room where about 25 first grade students have honed reading, writing and social skills for each of the past 10 years. And each day, they walk into a room filled with not only excitement and wonder, but care.

"The word excellent comes to my mind for sure," is how Meeker Principal Susan Risius describes Helgeson. "She's very caring; she's kind; she's loving. She's very focused on helping every child."

Helping every child means making sure that everyone leaves her classroom at the end of the year with a desire to learn. Sure, some of her techniques come from years of continuing education, including current work on a master's of education from Graceland University.

But there's a spark emanating from her bright green eyes that seems to indicate a personal connection between her soul

and teaching.

Every student can collapse into Mrs. Helgeson's arms for a bear hug. Every student that needs a little extra help can expect Mrs. Helgeson to be right there. Every student that wants the opportunity to explore can expect Mrs. Helgeson to facilitate. Every parent that wants to be involved with their child's learning can expect Mrs. Helgeson to accommodate.

"I always think how would I want my daughter to be treated," Cami Helgeson says to explain her open-arms and open-door style of teaching, that's partially motivated by her 13-year-old daughter, Samantha, and her own fourth-grade teacher, Mrs. Brown.

Building the foundation

Mrs. Helen Brown's fourth grade classroom was a backdrop for young Cami Helgeson to begin planning her future. It was there that Mrs. Brown taught her that a good teacher had a combination of warmth, caring, nurturing, humor and guidance characteristics.

"I just felt like she really cared for her students," Helgeson said. "It's remarkable and amazing the bonds that you can make with kids."

It wasn't Helgeson's father, who spent decades in education, which motivated her to step in front of groups of thirsty young minds. He was more rigid and by the book. But Mrs. Brown sprinkled just enough emotion into her

teaching to motivate Helgeson to do the same.

Right out of the gates, Cami Helgeson was majoring in education at Iowa State University. The program wasn't a great fit, so she transferred to Upper Iowa University. From there she had her daughter, Samantha, and began her stepping-stone career into a full-time elementary teacher.

In the fall of 1991, she began as a first-grade substitute teacher. Then in 1993 she was a reading and educational assistant. The following year she taught kindergarten at Sawyer Elementary.

In 1995, she moved into her classroom at Meeker Elementary and despite a fleeting thought of transferring schools, has decided to make it her home until retirement.

Reinforcing the foundation

This fall, Cami Helgeson will juggle the classroom, family and earning a master's degree. And yeah, she'll find some time to see her husband play in his band, The Burnin' Sensations (She's an official 'groupie'). She'll also make some time to bake, read, bike or head outside for a walk. She'll also find time to sit at her oval dining room table after school grading papers, making crafts and preparing for the next day's lesson.

Above all, she'll be working to ensure that all of the children in her classroom are well taken care of.

For those that may have empty tummies, she'll give them granola bars in the morning. For those that are slower readers, she'll hop in one of her classroom's comfy chairs and read and re-read until it's better. For those that may have less-than-desirable home lives, she'll provide a safe, welcoming environment.

How will she do it?

She truly believes in giving children choices. That's why they get free time to roam around her classroom. They chose their activities during free time. They can read, play with animals, pound out a tune on the piano or check out the resident bunny rabbit, Roxy.

It's the same techniques she used with her daughter and a technique taught by one of her former professors.

"Just remember that every student in your classroom is somebody's little darling," Helgeson said.

Principal Risius knows that she has a good thing in that far first grade classroom. She's especially impressed with her excellence in teaching reading.

"Cami is not one that stands up at the board, and all of them are sitting in their rows and she's lecturing," Risius said.

No, that's because Cami is learning alongside with them.

Facets Editor Rebecca A. Petersen can be reached at 232-2161, Ext. 348 or at rpetersen@amestrib.com.

Art WATCH

Let the back-to-school season be your inspiration for checking out some of the new exhibits and programs through the Octagon Center for the Arts.

35TH ANNUAL OCTAGON ART FESTIVAL

**Main Street Cultural
District in Downtown Ames**
Sunday, September 25
10 am – 5 pm

The Main Street Cultural District in downtown Ames will become a sea of art experiences on September 25 during the Octagon Art Festival. The festival will offer enjoyable arts activities for people of all ages. More than 100 regional artists will display their creations. Entertainment acts including music, singing, and performing arts will be presented throughout the day, and a wide selection of cuisine from local restaurants will tempt taste buds. Children's art activities will be available for youngsters wanting to create their own works of art.

This marks the 35th annual art festival, which will begin at 10 a.m. and end at 5 p.m. Many downtown stores and restaurants will also be open to celebrate this annual special event!

Photo above right: The 2005 Octagon Art Festival logo was created by Ames artist John Jones.



O'LEARY FEATURED AT OCTAGON ART SHOP

Vivid blue, purple, and fuchsia glazes draw the eye to the pottery of Frances O'Leary. The colors combine with details and textures to create one-of-a-kind art pieces. O'Leary's pottery will be featured during the month of September at the Octagon Art Shop in Ames.

Frances O'Leary is based in Carroll, Iowa, at the Old Alley Gallery.

OCTAGON FALL CLASSES BEGIN SEPTEMBER 6!

"Meddling in Metal" and "Enamored with Enamel" are two of the more intriguing titles of classes on the new fall schedule of classes at the Octagon Center for the Arts in Ames. The two jewelry classes are part of a large variety of art classes for children and adults that will begin September 6. The complete schedule is available on the Octagon website at www.octagonarts.org.

IOWA IN GHANA: DR. MICHAEL WARREN PHOTOGRAPHY EXHIBIT

**Octagon Center for the
Arts**
August 5 – October 7

Michael Warren was a Peace Corps volunteer, an anthropological field researcher, an advocate of "indigenous knowledge" and cross-cultural understanding, an Iowa State University professor, and a skilled photographer. The Octagon Center for the Arts in Ames will exhibit Michael Warren's photographs and artifacts from Techiman, Ghana, in celebration of his life and work among the Techiman Bono people. Warren and his work were so important to the Bono people that he was awarded a chieftaincy.

The exhibit, "Iowa in Ghana: Dr. Michael Warren and the Bono – Techiman of Ghana," opened with a public reception in early August at the Octagon Galleries. More than 125 photo-

graphs and various artifacts will display Warren's unusually complete photographic record of the Bono leaders, everyday life in Techiman, and the practice of traditional and contemporary Bono medicine.

Michael Warren lived in Ames from 1972 until his death in 1997 at the age of 55. His friends included his colleagues at ISU, where he taught anthropology for 25 years, his students, members of the Ames community, and people of all walks of life around the world. During his tenure at Iowa State, Mike was promoted to full professor in 1980, and he was honored with University Professorship shortly before his death in Nigeria at the end of 1997.

Warren was truly a "man of the world." After graduating from Stanford University in 1964, with a degree in biology, he served in the Peace Corps in Ghana, an experience that changed his life. He developed lasting love and respect for the

Ghanaian people. It was there he met his wife, Mary, a Nigerian born and living in Ghana. When he returned to the United States, he knew that he wanted to know more about the cultures and to continue his desire to help others. After earning a degree in anthropology at Indiana University, he came to Iowa. While at Iowa State University, he traveled annually to Ghana and/or Nigeria, where he combined research with working with local people in grassroots development.

Recognized internationally as an advocate of "indigenous knowledge," which he referred to as "IK," Warren traveled the United States and the world promoting the recognition and use of local or traditional knowledge in the programs of developing countries aimed at reducing rural and urban poverty. He founded one of the first archival centers for IK, the Center for Indigenous Knowledge for Agricultural and

Rural Development (closed in 2000).

In U.S. Agency for International Development projects in Ghana (1977-79) and Zambia (1982-85), Warren encouraged the use of indigenous knowledge in social change programs. He was not a "behind-the-desk" administrator; his greatest pleasures came from hanging out with local farmers, craftspeople, and small business owners to record grassroots IK. He then worked tirelessly with the American agency personnel to instill in them a respect for the traditional ways-of-doing that were often more efficient and suited to local conditions than the US imposed technology.

Warren strongly encouraged development consultants from the West to involve local peoples in decision-making. With the experience, he gained working with international agencies, he independently worked with communi-

ties in Ghana and Nigeria to develop grassroots projects. Most of this was financed by Mike himself with generous contributions from members of the Ames community. In recognition of his efforts to aid local peoples in the areas of Techiman, Ghana and Ara, Nigeria, Warren was given chieftaincies in both places.

As an academic, Warren had an astounding number of publications – 29 books and manuals for using IK, 44 chapters in books, 51 journal articles, more than 60 professional papers given at conferences, and 61 book reviews. He was recognized as an international authority on such diverse topics as indigenous knowledge, international agriculture, communications and real development, alternative health systems, development planning, and cross-cultural understanding.

It is this last topic – cross-cultural understanding – that Mike Warren emphasized in his many interactions with the people of Iowa and of Ames. Mike and Mary's daughter, Medina received all of her schooling in Ames, and Mike and Mary involved themselves giving programs about Africa in the schools, to local clubs and organizations, and at workshops on diverse topics that involved a need for cross-cultural understanding. Almost everyone they met became a friend – from ISU faculty, staff and students to workmen who repaired their house to doctors, lawyers, restaurant owners, farmers.

The public is invited to the following special events associated with the exhibit. There is no admission fee.

Friday, August 5, 5:30 – 7:30 p.m. Warren Exhibit Opening Reception

Remarks and welcome will be given by some of Dr. Michael Warren's friends. Samples of authentic food from Ghana will be served.

Thursday, August 18, 7:45 p.m.
DAVID GRADWOHL TALK

Following the Octagon Annual Membership Meeting, David Gradwohl will talk about his association with Michael Warren and provide insight on some the Ghana artwork from his own collection included in the Warren exhibit.

Saturday, August 27, 2 p.m.
GALLERY WALKABOUT

Dr. Francis Owusu, a Techiman native, will conduct a Gallery Walkabout of Dr. Warren's photographs. Owusu was a young boy in Techiman when Dr. Warren began his research in Ghana. This gallery event will be great for families and people of all ages!

Sunday, September 11, 3 p.m.
GALLERY TALK
BY EDWARD MINER

Edward Miner, International Studies Bibliographer from the University of Iowa, will share his experience of preparing this exhibit. Miner has visited Techiman twice, where he met a number of the traditional priests who worked with Dr. Warren.

The Octagon exhibit is funded in part by Humanities Iowa, Iowa Arts Council and the Ames Commission on the Arts

The Warren photography exhibit will be on display through October 7. Octagon Gallery Hours are Tuesday through Saturday, 10 a.m. – 3 p.m. and Sunday 2 – 5 p.m.



What is the Octagon Center for the Arts?

It's a non-profit organization that provides exhibits, educational programs along with a retail shop that sells all kinds of pieces from area artists.

The annual budget for The Octagon ranges from \$380,000 to \$425,000, depending on capital projects. Nearly half of its funding comes from self-generated sources like membership and sales from its retail shops. The remaining funds come from individual and business donations, government support and endowment revenues.

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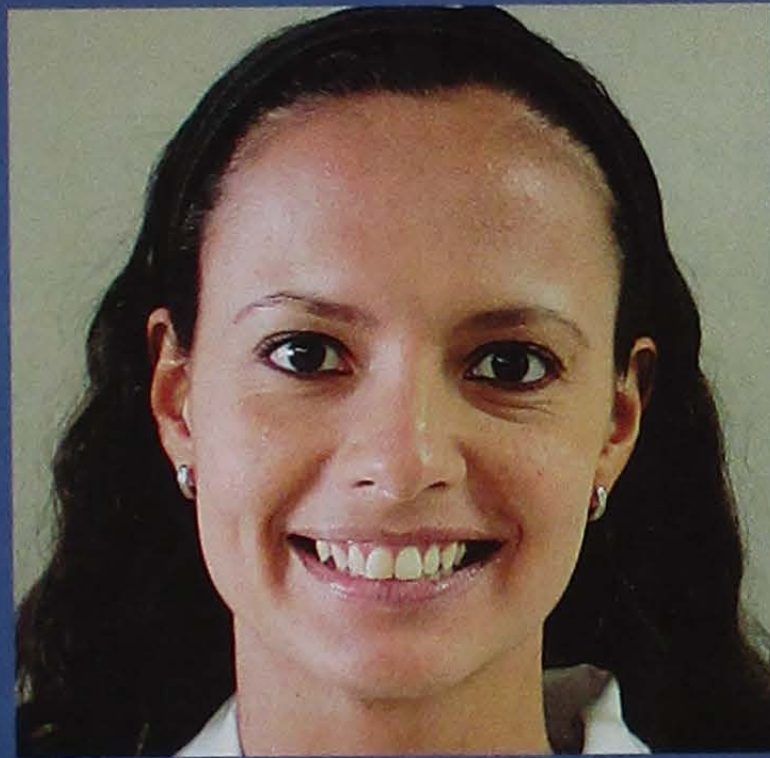
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TOO MANY

tomatoes

By Frances Wilke



As a young child in the early sixties, I remember a dish my mother made when company came in the summer time. It was called Tomato Aspic. It was created with a can of Campbell's tomato soup and Knox Gelatin a few incantations muttered over the bowl, and several hours of refrigeration, a sliver of red, wiggled on an ice berg lettuce leaf. We children hated it. Imagine that? Actually Mom was a pretty good cook except for that particular dish, that and the cheese strata.

I couldn't let the experience spoil me from enjoying tomatoes. The one fruit/vegetable that is truly American. What would we be without tomatoes? How would we eat? I don't know about you, but I couldn't live my life to the fullest without my salsa, ketchup, primavera sauce, diced in a can for chili, or just plain smothered with mayonnaise and stuck between two slices of bread.

Heaven? No, Iowa in September.

Whether you have abundance in your own garden or supermarket markdowns go for the red.

My favorite ways to attack this treat depends on the variety, and here are some of my favorites.

Roma

Roma's are a pear shaped tomato with more meat than juice. Prolific producers, they are great for sauces, salsas and my all time favorite, (only discovered last year) roasted.

In a large well-oiled roasting pan, slice tomatoes in half lengthwise and set cut side up. Salt if the doctor allows. Roast in a 350-degree oven for one hour or until slightly nut brown. Let them cool in the pan to room temperature. Throw them in a regular salad to make it sing. Or you can have it as a first course with a scant topping of crumbled Maytag blue cheese, olive oil, and a sprinkle of freshly cut basil.

This roasted tomato is perfectly mouth sized, which would also make a lovely finger food. With a good slice of parmesan cheese on top, don't expect this hors d'oeuvres to last long. If it passes by on a platter, grab it or be sorry.

Celebrity

This red, round palm full is my regular seasonal favorite. Picked when blushing or fully ripe with a few rabbit nibbles, it makes me feel like a successful farmer.

The celebrity is best served skinless and sliced. A spare sprinkling of salt and sugar are ideal. This is the weapon of choice in the daringly simple "tomato sandwich." Fresh bread, sliced tomato and mayo. Be prepared to be addicted.

Grape or Sweet 100, or Tiny Tom's

These massive producers barely make it to the house. The soft squashy warm "berries" are perfect for a salad of with fresh chunks of mozzarella, salt, pepper and olive oil. Simple is best.

Let the feast begin, and may the first frost be late.

hue & cry

Definition: *Any loud clamor or protest intended to incite others to action.*

making a living — from scratch

By Heidi Marttila-Losure

If you have shopped for a gift for a high school graduate in the past few years, you've probably come across the Dr. Suess book "Oh, the Places You'll Go!"

The title sounds great to excited, optimistic high school graduates thinking about all the destinations the world has to offer, as well as to the graduates' misty-eyed friends and family, who want them be successful as they venture out into the world.

Unfortunately, in rural areas, the title of the book can prove too true. After the sentimental speeches are given and the mortar boards are thrown, rural graduates go to all those far-flung places and don't return. "Oh, the Places You'll Go!" becomes "Oh, the Place I Found a Job and Stayed."

There are many reasons why rural graduates head for urban areas, but they generally boil down to one four-letter word: Jobs. Urban areas have them, and they are more likely to be of the better-paying, more-interesting, with-benefits variety. In rural areas, such jobs are few and far between. The decision to leave a rural area is often a purely economic one — prominent demographer

Calvin Beale says that in many surveys, people say they would prefer to live in rural areas if they could find the work and wages they need there.

All sorts of efforts are being made to keep young people in rural areas. But most of these economic efforts seem focused on creating jobs for young people. What if, instead, we taught young people to create jobs for themselves?

The problem, and the solution, can be found in K-12 education.

The typical high school curriculum seems to be focused on two avenues of success: either going to college or learning a trade. But neither of these goals, by themselves, does much for the rural communities that have educated these youths.

Take, for example, these two hypothetical students, based on graduates from my rural high school:

Meet Jim. His rural high school prepared him well for college, and off he went, acquiring a mound of debt along with a major in accounting. Once he graduated, his college degree opened doors for some jobs but closed doors for others — there were jobs he couldn't

consider because they wouldn't pay enough to cover his debt load as well as his other bills. He wanted to return to his hometown, but there wasn't an opportunity there that could lure him back.

Meet Jane. She knew early that college wasn't for her, so instead of taking advanced placement classes, she attended the local vocational school to learn auto mechanics. After graduation and another year of training, she found a job near her hometown. The starting pay was good for that rural area, but after a few years she became frustrated. There weren't many steps on the career ladder in the auto repair shop, at least not for someone with her level of training. She thought about owning her own shop, but she didn't know where to start; the best option seemed to be moving to a larger area with larger shops and the possibility of better pay.

Many rural advocates have recognized the dilemmas faced by rural graduates and their communities. One of these advocates is Charles Fluharty, director of the Rural Policy Research Institute, who says the current system is not giving young people the skills they need to truly succeed.

"We are educating our young people to have a job and not build their personal wealth," Fluharty said at a June conference on rural issues in Washington, D.C.

One answer, Fluharty and other advocates say, is teaching business savvy along with the skills students need to attend college or work a trade. That way, if these rural natives can't find suitable jobs in their hometowns, they have the skills needed to create them.

This would change the possibilities for Jim and Jane: Jim could start his own accounting business, or Jane could set up her own auto repair shop. And provided they are creative about their offerings and customer base, they could set up those businesses nearly anywhere — including their hometowns.

Entrepreneurial education is already happening in a number of school systems: A class in Albion, Neb., revived a closed theater in their town; students and community members run the theater after school and on weekends. A bank partnered with a De Smet, S.D., high school class to start a pizza delivery business. And locally, sixth-grade students from Edwards Elementary School in Ames

and Gilbert Elementary School take part in the Pappajohn Center's Youth Marketplace program, in which they write a business plan, develop and market a product, and sell that product at a spring event at the North Grand Mall.

These small pockets of entrepreneurship have shown how valuable teaching these skills can be. The challenge now is to get other schools to pay attention. All rural schools that care about where their graduates end up should be equipping their students with the skills needed to stay.

Educators could consider it a companion gift to the "Oh, the Places You'll Go!" book the graduates are already receiving; it would be like handing out a copy of "Oh, the Places You Can Come Back To" with the diplomas.

Heidi Marttila-Losure is the Copy Desk Chief at The Tribune.



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